



Guidelines for the Sheltered English Immersion (SEI) Teacher and SEI Administrator Endorsements

October 2012

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.

We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation or gender identity.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2012 Massachusetts Department of Elementary and Secondary Education
*Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes.
Please credit the "Massachusetts Department of Elementary and Secondary Education."*

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



Table of Contents

COMMISSIONER'S LETTER	I
CONTEXT AND PURPOSE.....	1
I. BACKGROUND AND REGULATORY CHANGES.....	1
II. EDUCATOR PREPARATION PROGRAMS AND SPONSORING ORGANIZATIONS.....	5
III. DISTRICT AND SCHOOL LEADERS AND ADMINISTRATORS	11
IV. EDUCATORS	15
V. COURSE INSTRUCTORS AND PROFESSIONAL DEVELOPMENT PROVIDERS QUALIFIED TO DELIVER THE SEI ENDORSEMENT COURSE.....	19
APPENDIX A – TOPICS COVERED BY CATEGORY TRAININGS	22
APPENDIX B – EXCERPTS FROM REGULATIONS FOR EDUCATOR LICENSURE AND PREPARATION PROGRAM APPROVAL, 603 CMR 7.00, EDUCATION OF ENGLISH LEARNERS, 603 CMR 14.00, AND EDUCATOR LICENSE RENEWAL, 603 CMR 44.00	23
603 CMR 44.00: EDUCATOR LICENSE RENEWAL.....	39
APPENDIX C – SEI TEACHER AND ADMINISTRATOR ENDORSEMENT MATRICES FOR DEPARTMENT APPROVED EDUCATOR PREPARATION PROGRAMS.....	51
APPENDIX D – DISTRICT COHORTS FOR EARNING SEI ENDORSEMENT.....	61
MEMORANDUM.....	61
APPENDIX E – FREQUENTLY ASKED QUESTIONS (FAQS) REGARDING THE NEW SEI TEACHER AND ADMINISTRATOR SEI ENDORSEMENTS AND OTHER CHANGES TO THE REGULATIONS ...	91
APPENDIX F – THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION CONTACT INFORMATION	92

FROM: Mitchell D. Chester, Ed.D., Commissioner

DATE: October 19, 2012

SUBJECT: Guidelines for the Sheltered English Immersion (SEI) Teacher and Administrator Endorsements

I am pleased to provide you with “Guidelines for the Sheltered English Immersion (SEI) Teacher and Administrator Endorsement.” These Guidelines are required by amendments to the regulations governing the education of English language learners (ELLs), 603 CMR 14.00, educator licensure and preparation program approval, 603 CMR 7.00, and educator license renewal, 603 CMR 44.00, that the Board of Elementary and Secondary Education approved in June 2012.

In the last 10 years the ELL student population has become the fastest growing student group in Massachusetts and in our nation. All educators should be prepared to instruct ELLs to enable them to meet high standards. We approach this important work with a sense of urgency, recognizing that effective instruction for ELLs is a key to closing persistent proficiency gaps, increasing high school graduation rates, and turning around low-performing schools.

The Guidelines highlight the changes in the regulations and the timetable for their implementation for core academic teachers of ELLs, for district administrators supervising and evaluating these teachers, and for educator preparation program approval. In addition, they include a section describing the criteria and process the Department is using to prequalify and assign course instructors and professional development providers to deliver the new SEI endorsement courses.

These new requirements were developed with the assistance of leading ELL practitioners and researchers in Massachusetts and across the nation. They are being implemented to provide stronger teaching and learning for ELLs. In order to determine the extent to which these professional development efforts are achieving the intended results, we are committed to monitoring our progress under the new regulations. Over the next four years, we will collect and review workforce data regarding educators with SEI endorsements and ESL licenses as well as their impact on student learning. We also will look at trends in ELL enrollment in school districts and how these numbers align with the number of SEI-endorsed educators in the same districts. We will publish the data and use it to determine whether, where, and how the system can be improved to strengthen teaching and learning of ELLs, including revisiting the requirements if adjustments are needed.

My hope and expectation is that the new requirements and related professional development and support for SEI teachers will provide educators with a solid foundation for the improvement of ELL teaching and learning. I expect that the requirements and professional development will evolve as we all learn more about how best to accomplish these goals. Please share what you learn from their implementation and how they can be improved via letter or e-mail to RETELL@doe.mass.edu.

Thank you for your attention to this important matter and for your ongoing work in support of students.

Executive Summary

The population in our public schools is rapidly changing. In the past ten years, the number of children who arrive at our schools speaking languages other than English has grown more than fifty percent. English language learners (ELLs) are the only subgroup of our student population that is growing. As you know, when it comes to succeeding in our schools, these students face different challenges in comparison to native English speakers. Currently, they experience the largest gap in academic proficiency compared to their native-born peers whose first language is English. Furthermore, their dropout rate is the highest of all student subgroups. As educators, we must be prepared to deliver the most effective instruction to our ELL population. The new training and licensure requirements for the SEI endorsement represent one of the Department's efforts to achieve greater success for this population.

Key Requirements and Dates for Schools:

The Department has set annual targets in order to meet the training requirements of the new regulations. The Department intends to provide the SEI Endorsement course to educators according to the following schedule:

Year 1 (SY 2013):	3,000 educators
Year 2 (SY 2014):	8,000 educators
Year 3 (SY 2015):	9,000 educators
Year 4 (SY 2016):	6,000 educators

Using data submitted by districts in the spring of 2012, the Department established an initial targeted count of core academic teachers¹ responsible for educating ELLs for each district. It is

¹ Core academic teacher is defined for purposes of sheltered English immersion as “early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of

important to note that these counts will be updated using district data submitted each spring for the next three school years. The Department will establish the portion of this targeted count of teachers that must qualify for the SEI Endorsement in each school year from SY 2013 through SY 2016. The Department will apportion the targeted count over a three year period for high and moderate ELL incidence districts (SY'13 to SY'15 or SY'14 to SY'16) and over a two-year period for low ELL incidence districts (SY'15 and SY'16). Educators in districts with the highest incidence and lowest performing ELLs must earn the endorsement sooner than educators in other districts.

Changes in Educator Preparation, Licensure and Teacher/Administrator Assignment Requirements as of:

June 1, 2013: Require approved educator preparation programs to submit documentation for approval by the Department demonstrating that they have addressed the professional standards for teacher requirements and the subject matter knowledge requirements for teachers and administrators to earn the respective SEI endorsements.

September 2013: Core academic teachers and their administrators who were assigned to a cohort in the preceding school year must possess the respective SEI Teacher or Administrator Endorsement in order to advance or renew (including extend) their educator licenses. The same requirement applies to each cohort member assigned to subsequent years through September 2016. 603 CMR 7.15(9)(b)(3); 603 CMR 44.03(5); and 14.07(2)(b).

July 1, 2014: Require all applicants for an initial license as a core academic teacher or as a principal/assistant principal or supervisor/director to meet requirements for SEI Teacher and SEI Administrator Endorsement, respectively. (603 CMR 7.15(14)(e), 603 CMR 7.04(2) and 603 CMR 7.05, 603 CMR 7.09(2)(a)(4) and 603 CMR 7.09(3)(b)(5))

July 1, 2016: Prohibit assignment of a core academic teacher to provide SEI unless the teacher holds an SEI Teacher Endorsement or will obtain one within one year. (603 CMR 7.15(9)(b) 1 and 603 CMR 14.07(3)) Take all reasonable steps to make sure that the ELL student(s) assigned to that teacher are assigned to core academic teachers with SEI endorsements in subsequent school years. 603 CMR 14.07 (3).

July 1, 2016: Require a principal/assistant principal or supervisor/director who supervises or evaluates a core academic teacher providing SEI to one or more ELLs to hold an SEI Administrator Endorsement or SEI Teacher Endorsement, or to obtain one within one year. 603 CMR 14.07 (4).

the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.” 603 CMR 7.02 and 603 CMR 14.07(5).

July 1, 2016: Require all educators who seek to renew their professional educator licenses to earn at least 15 Professional Development Points (PDPs) related to SEI or English as a Second Language and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. (603 CMR 44.06(2)).

SEI Licensure for Teachers and Administrators:

Sheltered English Immersion (SEI) **Teacher Endorsement**, which demonstrates that a core academic teacher has met the subject matter and skill requirements necessary to instruct ELLs.

Sheltered English Immersion (SEI) **Administrator Endorsement**, which demonstrates that an administrator has met the subject matter and skill requirements necessary to supervise and evaluate core academic teachers of ELLs. *Note: Administrators who earn the SEI Teacher Endorsement qualify for the SEI Administrator Endorsement.*

Guiding Regulations: 603 CMR 7.00: Educator Licensure and Preparation Program Approval; 603 CMR 44.00: Educator License Renewal; 603 CMR 14.00: Education of English Learners.

Context and Purpose

The population in our public schools is rapidly changing. In the past ten years, the number of children who arrive at our schools speaking languages other than English has grown more than fifty percent. English language learners (ELLs) are the only subgroup of our student population that is growing. When it comes to succeeding in our schools, these students face different challenges in comparison to native English speakers. They experience the largest gap in academic proficiency compared to their native-born peers whose first language is English. Furthermore, their dropout rate is the highest of all student subgroups. As educators, we must be prepared to deliver effective instruction cognizant of available and quality resources in order to support the academic achievement of ELLs.

The Massachusetts Department of Elementary and Secondary Education (Department) and our public schools are responsible for setting high standards for all students and for carrying out related provisions of state and federal law, including ensuring equal educational opportunity for ELLs. In June 2012, the Board of Elementary and Secondary Education (Board) adopted new regulations to strengthen the teaching and learning of English and academic content for ELLs.¹ The Department is providing these guidelines to support the implementation of the new requirements for delivering sheltered English immersion in our public schools.

The targeted audiences for these guidelines are:

- Educator Preparation Programs
- District and Public School Leaders/Administrators, including Charter Schools and Education Collaboratives
- Core Academic Teachers²
- Course Instructors and Professional Development Providers qualified to deliver the SEI endorsement course

I. Background and Regulatory Changes

The provision of educational services to ELLs is governed by federal and state law. Federal law requires States and local school districts to take appropriate action to overcome language

¹ See, <http://www.doe.mass.edu/boe/docs/2012-06/item3.html>. At the same meeting, the Board amended regulations governing the licensure of teachers of English as a Second Language (ESL) to update and strengthen requirements, and to clarify the importance of collaboration between the ESL teacher – SEI teacher in the academic success of ELLs.

² Core Academic Teachers are defined by 603 CMR 7.02 for purposes of sheltered English immersion instruction as early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading and language arts, mathematics, science, civics and government, economics, history, and geography.

barriers that impede equal participation by its students in its instructional programs.³ As a result of a ballot initiative in 2002, chapter 71A, the state statute governing the education of English learners, was amended to delete transitional bilingual education as the primary instructional methodology for ELLS, and replace it with sheltered English immersion (SEI). Components of SEI include English language instruction (English as a Second Language, or ESL) and sheltered content instruction.

In 2011, districts reported that 94% of ELLs were enrolled in SEI programs with the remaining in kindergarten or bilingual programs.

To introduce the concepts of SEI and English language education to all educators, the Department initially developed four workshops commonly known as “Category Trainings.”

The Category Trainings covered four basic areas⁴:

Category 1 – Introduction to Second Language Learning and Teaching

Category 2 – Sheltering Content Instruction

Category 3 – Assessment of Speaking and Listening (MELA-O)

Category 4 – Reading and Writing in Sheltered Content Classes

The Department aggressively promoted participation of educators in Category Trainings, particularly during the Department’s Coordinated Program Reviews. However, educators were not required by Department regulation to participate in the trainings and did not participate in large numbers relative to the number of educators in the workforce who are responsible for educating ELLs.

In 2011, the Department initiated a review of Category Training in order to revise it based on new research, new technologies, and feedback from the field. Strengthening skills and knowledge for teachers of ELLs made sense in light of the increasing number and percentage of ELLs in Massachusetts schools, the Department’s work with school and district turnaround, and our mission to close proficiency gaps. During this same period of time, the U.S. Department of Justice (DOJ) informed the Department that the State had failed to take appropriate action to overcome language barriers experienced by ELLs by not defining and mandating the preparation and training that teachers and other educators must have to provide effective SEI. DOJ’s involvement accelerated the pace of the Department’s work.

³ Equal Educational Opportunities Act, 20 USC § 1703(f). Title VI of the Civil Rights Act requires similar action on the part of public schools.

⁴ A more detailed description of the “Category Trainings” can be found in Appendix A

In September 2011, the Board directed the Department to develop a comprehensive plan to address these issues and close the proficiency gap for ELLs. The Department launched the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative to comprehensively restructure teaching and learning for ELLs. This initiative, building upon lessons learned from the Category Trainings, includes knowledge and professional practice standards that core academic teachers must meet to provide sheltered content instruction. Similarly, administrators who supervise SEI teachers must meet knowledge and professional practice standards related to recognizing and supporting effective SEI practices.

The centerpiece of the regulations approved by the Board in June 2012 is the establishment of two new endorsements:

- Sheltered English Immersion (SEI) Teacher Endorsement, which demonstrates that a core academic teacher has met the subject matter and skill requirements necessary to instruct an ELL, and
- Sheltered English Immersion (SEI) Administrator Endorsement, which demonstrates that an administrator has met the subject matter and skill requirements necessary to supervise and evaluate core academic teachers. Note: Administrators who earn the SEI Teacher Endorsement qualify for the SEI Administrator Endorsement.

The SEI Endorsement is issued to an educator who is either licensed under 603 CMR 7.00, or is required by other law or regulation to obtain the credential. This means that core academic teachers in Commonwealth charter schools, who are not required to hold an educator license, are required under newly adopted 603 CMR 14.07 to earn an SEI Teacher Endorsement if they instruct ELLs. The same regulation requires that all incumbent core academic content teachers of ELLs in public schools must earn an SEI Teacher Endorsement within prescribed timelines.

The new regulations also do the following:

- A. Require approved educator preparation programs to submit documentation by June 1, 2013 for approval by the Department demonstrating that they have addressed the professional standards for teacher requirements and the subject matter knowledge requirements for teachers and administrators to earn the respective SEI endorsements. (603 CMR 7.03(7)(f))
- B. As of July 1, 2014, require applicants for an initial license as a core academic teacher or a principal/assistant principal or supervisor/director to meet requirements for SEI Teacher and SEI Administrator Endorsement, respectively. (603 CMR 7.15(14)(e), 603 CMR 7.04(2) and 603 CMR 7.05, 603 CMR 7.09(2)(a)(4) and 603 CMR 7.09(3)(b)(5))

-
- C. As of July 1, 2016, prohibit assignment of a core academic teacher to provide SEI unless the teacher holds an SEI Teacher Endorsement or will obtain one within one year. (603 CMR 7.15(9)(b) 1 and 603 CMR 14.07(3))
- Require a school district that assigns an ELL to a core academic teacher who has a year to obtain an endorsement to take all reasonable steps to ensure that the same ELL student is assigned in subsequent school years only to core academic teachers who have earned the SEI endorsement. (603 CMR 14.07(3))
- D. As of July 1, 2016, prohibit assignment of a principal/assistant principal, or supervisor/director to evaluate or supervise an SEI teacher, unless the individual holds an SEI Administrator Endorsement or SEI Teacher Endorsement or will obtain one within one year. (603 CMR 7.15(9)(b)2)
- E. As of July 1, 2016, require all educators renewing a professional educator license to earn at least 15 Professional Development Points (PDPs) related to SEI or English as a Second Language and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles – on the theory that every educator needs basic knowledge to work effectively with these student populations. (603 CMR 44.06(2))
- F. Require designated core academic teachers of ELLs in school districts, including charter schools and education collaboratives, and building administrators who supervise such teachers, to participate in SEI training provided by the Department beginning with the cohort established for the 2012-2013 school year and ending in the 2015-2016 school year, to earn the SEI endorsement.
- The training schedule will give the highest priority to training teachers and administrators in school districts with a high incidence of ELLs and low ELL performance. (603 CMR 14.07)
- G. Beginning September 2013, deny advancement or renewal (including extensions) of a license if an educator fails to obtain an SEI endorsement within the time period scheduled for the educator’s cohort training, subject to a hardship exception. (603 CMR 7.15(9)(b)3; 603 CMR 44.03(5); and 14.07(2)b.)

The purpose of these guidelines is to clarify and provide support to organizations and educators responsible for implementing and/or complying with these regulations that the Board adopted in June 2012. The following regulations, as adopted by the Board, may be found in Appendix B:

- 603 CMR 7.00 – Educator Licensure and Preparation Program Approval
- 603 CMR 14.00 – Education of English Learners
- 603 CMR 44.00 – Educator License Renewal

II. Educator Preparation Programs and Sponsoring Organizations

Approved preparation programs for roles covered by the June 2012 amendments to the regulations must be updated to reflect the knowledge and professional practice standards related to SEI teachers and their administrators. These updates must be submitted no later than June 1, 2013 for approval by the Department.

This section of the guidelines is provided to aid sponsoring organizations that currently offer or plan to offer educator preparation programs in their implementation of the required changes to their programs based on the changes to 603 CMR 7.00, the regulations governing educator preparation and program approval. All programs must incorporate the new Professional Standards for Teachers (PSTs), and all programs preparing Core Academic Teachers or Administrators must incorporate the Subject Matter Knowledge (SMK) for their respective SEI Endorsements.

- All sponsoring organizations that currently offer or plan to offer educator preparation programs preparing core academic teachers must submit the SMK SEI Teacher Endorsement Matrix and the relevant course syllabi to address how their programs will incorporate this new requirement.
- All sponsoring organizations that currently offer or plan to offer educator preparation programs preparing school principals/assistant school principals and supervisor/directors must submit the SMK SEI Administrator Endorsement Matrix and the relevant course syllabi to address how their programs will incorporate this new requirement.
- All sponsoring organizations that currently offer or plan to offer educator preparation programs not included in the two categories above must submit the Professional Standards for Teachers (PST) Matrix and the relevant course syllabi to address how their programs will cover these new standards. The PST matrix only includes the new and revised standards.
- Sponsoring organizations offering programs that prepare both core academic and non-core academic teachers that would prefer to require that their non-core academic teaching candidates take the SEI coursework with their other candidates may do so by indicating this plan in writing with their submission. Programs may then submit the SMK SEI Teacher Endorsement Matrix and the relevant course syllabi as outlined above in lieu of the PST Matrix.

Course Content – 603 CMR 7.14

Under revisions to 603 CMR 7.14 (1) SEI Teacher Endorsement, a teacher will be awarded a SEI Teacher Endorsement upon the “1. Successful completion of a Department-approved course of

study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.”

The Department has developed a model course of study equivalent to a graduate level 3-credit course that is designed to teach the knowledge, skills, and strategies necessary for core academic teachers to deliver effective, comprehensible, accessible, and differentiated English language instruction to ELLs in the content area(s) and grade(s) for which they are responsible. This model course is divided in three interrelated modules:

- A) The world of ELLs and their teachers
- B) The impact of Second Language Acquisition (SLA) in the classroom
- C) Teaching academic language and sheltering content

We have made sure to position this course so that teachers of all students, and in particular ELLs, will benefit from it through several course goals that reflect new expectations of teachers in the Commonwealth, especially with respect to the teaching of the new English language arts (ELA) and mathematics standards, adopted by the Board in December 2010, that incorporate the Common Core State Standards (CCSS). This course covers the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2 (g) and (h), 603 CMR 7.08 (2) (c) 1, 603 CMR 7.08 (2) (d) 5, and 603 CMR 7.14(1) (b).

603 CMR 7.14(2) – SEI Administrator Endorsement

In accordance with 603 CMR 7.14 (2), administrators will be awarded an SEI Administrator Endorsement “upon demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(2) (b),” either by completing a course of study approved by the Department or by possessing an SEI Teacher Endorsement.

The purpose of the administrator endorsement is to assist administrators of teachers of ELLs to effectively assess, evaluate and support best practices in instruction for ELLs. Becoming familiar with factors that impact the education of ELLs will help administrators evaluate more comprehensively the work of their teachers. The course of study will cover a subset of the standards in the teacher endorsement.

Department Approval of Updated Preparation Programs

To obtain the Department’s approval for their updated preparation programs, sponsoring organizations must fully and coherently cover these new standards in existing or newly created courses. In order to ensure that the standards are covered in a cohesive, focused, and optimal manner, they must be incorporated into no more than two existing courses; preparation programs may propose two or more courses that are dedicated solely to the new standards.

Standards for SEI Endorsements – 603 CMR 7.14 Endorsements

The following Subject Matter Knowledge (SMK) standards are found in 603 CMR 7.14, which governs endorsements. The standards apply to programs preparing core academic teachers, school principal/assistant school principals, and supervisor/directors for licensure.

SEI Teacher Endorsement Subject Matter Knowledge Standards

1. The basic structure and functions of language.
2. Second language acquisition factors as they affect access to the Massachusetts standards.
3. Social-cultural, affective, political, and other salient factors in second language acquisition.
4. Sheltered English Immersion (SEI) principles and typologies:
 - i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
6. Federal and Massachusetts' laws and regulations pertaining to English language learners.
7. Understanding of the diversity and backgrounds of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
8. Theory, research, and practice of reading and writing for English language learners.
 - i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
9. The role of oral language development in literacy development for English language learners.
10. Formative and summative assessments for English language learners.
11. Literacy and academic language development.
 - i. The role of vocabulary development in accessing academic language.

SEI Administrator Endorsement Subject Matter Knowledge Standards

1. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
2. Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
3. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
4. Demonstration of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
5. Recognition of the challenges that English language learners face in the mastery of academic language and of the skills to shelter content and scaffold instruction to promote the academic achievement of English language learners.

Changes to the Pre-Service Performance Assessment – 603 CMR 7.08 (2)

The amended Professional Standards for Teachers contained in 603 CMR 7.08(2) can be found in Appendix B. The highlights of these changes appear below. These revisions will be reflected in the updated Pre-Service Performance Assessment, which will be issued with guidelines next spring and will impact all educator preparation programs, not just programs preparing core academic teachers and administrators for licensure. The expectation is that all candidates prepared as educators in the Commonwealth will engage with children who are ELLs during their field-based experiences beginning in the 2013-2014 academic year. The amended regulatory provisions, with new language underlined, follow.

(a) Plans Curriculum and Instruction.

9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.

1 (b.) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.

2 (g). Uses effective strategies and techniques for making content accessible to English language learners.

2 (h). Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective

instruction for English language learners at various levels of English language proficiency and literacy.

(c) Manages Classroom Climate and Operation.

1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(d) Promotes Equity.

5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

Number of Courses

In order to ensure coherence and comprehensive coverage of the new standards, and to avoid dilution of the SEI SMK standards, the standards must be incorporated into no more than two courses for the SEI Teacher Endorsement and no more than two courses for the SEI Administrator Endorsement. The Department recommends one dedicated course wherever possible. Sponsoring organizations wishing to use more than two courses to address these standards must seek an exemption to this requirement from the Department.

While a two-course option is available to relevant preparation programs, the Department asks sponsoring organizations to consider the following. The stand-alone course provides a more cohesive approach to the development of professional skills and practices in that it avoids fragmenting knowledge (e.g., being taught in different workshops, contexts, points in time by a variety of instructors and workshop leaders). In addition, the artificial division between theory and practice is reduced through a one-course context with ample opportunities for teachers to practice the skills and strategies taught in the class and for instructors to monitor such activities. Furthermore, the one-course format (organized in the model syllabus into Modules A, B, and C) allows greater individualizing of course instruction for teachers, particularly in the Module C language and literacy component of the course during which teachers will receive tailored instruction related to their grade level and content area. As a result of these more comprehensive and cohesive educational experiences, teachers are expected to develop a clear understanding of how to apply their knowledge of second language acquisition theory, SEI models, and language and literacy theories and current best practice during their face-to-face and online classroom experiences as well as in their course homework and assignments. Sponsoring organizations may determine that greater depth is appropriate and elect to offer two or more courses dedicated to covering the new SEI related standards.

Timeline for Implementation

By **June 1, 2013**, all sponsoring organizations currently offering approved preparation programs for teachers must submit the matrices included in Appendix C and their new or amended course syllabi to the Department for review as outlined above.

All preparation programs for school principal/assistant school principal and supervisor/director are welcome to include the SMK SEI Administrator Endorsement Matrix (Appendix C) with their program approval submissions for Administrator Leadership preparation programs due on April 1, 2013; however they are not required to submit until the June 1, 2013 deadline which applies to the matrix and all materials required for Department approval of SEI related courses.

Please note that the model course syllabus is very detailed. We expect sponsoring organizations to submit a syllabus/syllabi with sufficient detail to demonstrate that it meets the standards at least as comprehensively as the model course syllabus.

A working group composed of representatives from the Department's Office of Educator Policy, Preparation and Leadership (EPPL) and Office of English Language Acquisition and Academic Achievement (OELAAA) will then review the matrices and course syllabi within a two-month period, so that sponsoring organizations may implement the changes by September of 2013. Submissions will be accepted prior to the June 1, 2013 deadline.

SEI Endorsements and ELAR

Sponsoring organizations must use the Educator Licensure and Recruitment System (ELAR) (<https://www4.doemass.org/auth/Login>) when endorsing candidates for licensure. Each candidate is required to create or update a profile in ELAR at the time when s/he has been officially enrolled in a Sponsoring organization's educator preparation program. When a candidate creates a profile, a unique identifier, or Massachusetts Education Personnel ID (MEPID) is assigned to that individual, and may be used as a reference number for all of his or her future transactions. Note that only the designated endorsing agent (licensure officer) in each sponsoring organization is authorized to use ELAR to endorse candidates, and may use access privileges to look up candidate information.

Sponsoring organizations will be able to endorse their candidates online for the SEI Endorsement in ELAR in a similar manner to how program completers are currently endorsed for licensure. Therefore, candidates must take all courses that cover the SMK standards for the SEI Endorsement.

III. District and School Leaders and Administrators

The bulleted summary of new regulatory requirements on pages 3 and 4 and the information in this section are intended to assist districts and schools in developing and implementing a plan to ensure that incumbent core academic teachers of ELLs, and the building administrators who supervise or evaluate them, earn the relevant SEI endorsement within the timelines prescribed by the regulations.

The Department anticipates delivering the SEI Endorsement course to 3,000 educators in year one (SY 2013), 8,000 educators in year two (SY 2014), 9,000 educators in year three (SY 2015) and an estimated 6,000 educators in year four (SY 2016). Using data submitted by districts in spring 2012, the Department has established an initial targeted count of core academic teachers responsible for educating ELLs for each district. These counts will be updated using data submitted each spring for the following three school years and transmitted to districts as soon as these data are available, typically in October. The Department will establish the portion of this targeted count of teachers who must qualify for the SEI Endorsement in each school year from SY 2013 through SY 2016. The Department will apportion the targeted count over a three-year period for high and moderate ELL incidence districts (SY'13 to SY'15 or SY'14 to SY'16) and over a two-year period for low ELL incidence districts (SY'15 and SY'16). Educators in districts with the highest incidence and lowest performing ELLs must earn the endorsement sooner than educators in other districts.

The Department will monitor to ensure that incumbent SEI teachers and administrators participate in training to earn the SEI endorsement in a timely manner. The Department recognizes, however, that districts and their school leaders and administrators are in a better position than the Department to determine how they should proceed to implement new training requirements in their schools and districts. Using the information available to them, districts and schools are responsible to:

- (a) Provide ESE with the single point of contact for this district-wide RETELL initiative. This point of contact should be someone who has district-wide responsibility, for example, an assistant superintendent or director of professional development.
- (b) Annually report to the Department the name and MEPID of incumbent core academic teachers of ELLs by grade level, and for high school teachers by subject area, who will

be included in each cohort assigned to the district consistent with the number of such teachers stipulated by the Department for each cohort year. Districts are also responsible to report the name and MEPID of incumbent principals, assistant principals, and supervisors/directors who supervise and evaluate those named teachers, who will be included in each cohort assigned to the district. (see appendix F)

- (c) Identify which of the incumbent core academic teachers or administrators have participated in two or all of the following trainings: category 1, 2 or 4. Any variation from Department records related to educators who completed category trainings must be reconciled.
- (d) Provide a roster of not fewer than 25 and not more than 30 educators who will participate in each course section in a form and process to be developed by the Department during the fall 2012.
 - Districts, educational collaboratives, and charter schools may consider holding joint or regional SEI Teacher Endorsement courses, especially when the cohort group at the district, educational collaborative or charter school is insufficient to constitute a class. Should a high or moderate incidence district propose to partner with a low incidence district in the delivery of SEI Endorsement courses to their educators, the Department will attempt to accommodate such requests.
 - Because the course content is customized for elementary, secondary math and science, and secondary humanities, we encourage districts to group educators based on these categories to the maximum feasible extent.
- (e) Provide the preferred location and schedule for the delivery of each SEI endorsement course section; the Department will make every effort to assign instructors able to accommodate these schedules and locations. *[NOTE: Although it is not essential to have computer access and Internet connectivity for delivery of the in-person SEI endorsement course sessions, it may be beneficial to select a location with access to these resources.]*
- (f) Inform educators of their obligation to attend trainings with their cohort group to earn the SEI endorsement, and emphasize the consequences of their failure to attend, namely, the inability to advance, extend, or renew the educator's license, subject to a hardship exemption. (603 CMR 7.15(9)(b)3; 603 CMR 44.03(5); and 14.07(2)b.)

Districts will receive a customized letter from the Department during October 2012 that specifies the number of core academic teachers of ELLs that must earn the SEI endorsement in each year of their cohort. The letter will also provide detailed instructions for when and how the above information must be transmitted to the Department. The information and data

provided in this letter will be updated prior to each subsequent year of the four year RETELL initiative.

Since district administrators know their specific needs and circumstances, it may help to consider the following in making a decision about cohort participation:

- Which cohort (please see appendix D) available to the district may serve the needs of the district best, taking into consideration school improvement plans, educator growth plans, CPRs, CAPs, and other specific situations.
- Establish dialogue with educators in the district to identify competing priorities and minimize conflicts (i.e., maternity/paternity leaves, enrollment in course of studies such as a Master's degree or doctorate, other district roles or responsibilities).

Educators who fail to earn the endorsement within the time period designated for their cohort will not be able to advance, extend or renew their license until the requirement is met, except where the individual qualifies for a hardship exception.^[1]

The Department encourages districts to allow educators to complete the course in situations where they have ended their employment with the district before the conclusion of the course.

The Department will prequalify, prepare, evaluate, and renew the qualifications of the SEI endorsement course instructors and make the instructors available to districts, education collaboratives or other Department-approved regional entities for the delivery of the course. In order for educators to qualify for the SEI endorsement through successful completion of the SEI course, they must complete a course section preapproved by the Department and that is delivered by an instructor prequalified by the Department.

Subject to appropriation, the Department will be responsible for paying the SEI endorsement course instructors for the delivery of the course. Sufficient funding has been appropriated for SY 2013 (the 2012/2013 school year) to deliver courses to the year-one cohort. This appropriation does not include funding for stipends or for substitute teachers. The Department

^[1] These requirements are also included in the General Provisions for Employment that districts must follow. See 603 CMR 7.15(9)(a).

will continue to request sufficient state funding for the remaining cohorts (SY 2014, SY 2015, and SY 2016).

Districts, charter schools, education collaboratives, and other Department-approved regional entities may submit or support the applications of qualified individuals to the Department to be prequalified as instructors. The list of requirements to prequalify as an instructor, and the responsibilities of instructors, can be found in Section V, *Course Instructors and Professional Development Providers Qualified to Deliver the SEI Endorsement Course*. Districts that prefer to have the SEI course delivered by a specific prequalified instructor can indicate their preference for that individual to deliver the course.

III. Educators

A. Incumbent Core Academic Teachers of ELLs and the Administrators Who Supervise and Evaluate Them

This section of the guidelines is intended to help incumbent core academic teachers of ELLs and their administrators plan for the implementation of the previously discussed changes to 603 CMR 7.00, 603 CMR 14.00, and 603 CMR 44.00. All incumbent core academic teachers responsible for the education of ELLs and the administrators who supervise and evaluate these teachers must earn an SEI endorsement by July 1, 2016, or by the end of the cohort period they are assigned to, whichever occurs first.

Not all core academic teachers will be affected in the same way:

- Licensed teachers who also hold an ESL license qualify for the SEI Teacher Endorsement; it is not necessary to complete additional training or pass a new SEI test for these teachers to receive the SEI Teacher Endorsement.
- Licensed teachers who have completed at least two of the three (1, 2 and 4) Category Trainings are not required to complete the full SEI course to qualify for the SEI endorsement; they will need to complete a shorter supplemental course. These supplemental courses for educators will be available beginning summer 2013.
- Teachers who have completed a bachelor's degree or graduate level training in Applied Linguistics, Teaching English as a Second Language (TESL), Language, Literacy and Culture, or a closely related field (as determined by the Department and referenced in 603 CMR 7.14)) qualify for the endorsement.
- Teachers will be responsible for providing accurate and faithful information and documentation to their districts, course instructors, and the Department for the purposes of obtaining the SEI endorsement, e.g., their MEPID, and proof of completion of relevant degrees and category training.
- Educators and district/school leaders will maintain an open dialogue about potential conflicts or competing priorities in order to ensure consideration of district, school, educator, and student priorities in the assignment of educators to cohorts.
- An incumbent core academic teacher of one or more ELLs who has been assigned to a cohort for SEI training, but has not earned the SEI endorsement by the time designated for the cohort, will not be able to advance, extend, or renew his or her license(s) until the teacher earns the SEI endorsement, subject to demonstration of hardship as provided in 603 CMR 14.07, 603 CMR 7.15(9)(b), 603 CMR 44.03(5).

- Teachers attending the training who miss more than two sessions of the 16 session course will not qualify for endorsement. Participants are encouraged to contact their instructors as soon as possible to discuss conflicts in attending all of the course sessions.

B. Overview of SEI Related Requirements for Licensed Educators

Below is a table that summarizes the SEI Teacher Endorsement or PDP requirements based on the new regulations.

Table 1 –Employed Core Academic Teachers who have one or more ELLs in their classroom and their supervising Administrators (for those with a Professional license, please see table 3)

License	Assigned to a cohort	Not assigned to a cohort
Temporary Or Preliminary*	<p><i>Through Cohort Year and prior to 7/1/14, whichever occurs first–</i> Can advance the license without the SEI endorsement</p> <p><i>During cohort year</i> Must complete the cohort training or otherwise qualify for the SEI endorsement</p> <p><i>After 7/1/14 -</i> SEI endorsement required to advance or extend the license</p>	<p><i>Prior to 7/1/14 -</i> Can advance the license without the SEI endorsement</p> <p><i>After 7/1/14 –</i> SEI endorsement required to advance the license.</p>
Initial	<p><i>Through Cohort Year and prior to 7/1/14, whichever occurs first–</i> Can advance or extend the license without the SEI endorsement</p> <p><i>During cohort year</i> Must complete the cohort training or otherwise qualify for the SEI endorsement</p> <p><i>After 7/1/16 –</i> SEI endorsement required to extend the license or advance to the Professional level license</p>	<p><i>Prior to 7/1/16 -</i> Can advance or extend the license without the SEI endorsement</p> <p><i>After 7/1/16 –</i> Can advance or extend the license without the SEI endorsement.</p>

*Please note that the Department does not offer a Preliminary license for a Principal/Assistant Principal or Supervisor/Director.

Table 2 - Candidates seeking either their first MA teacher license or their first administrator's license

License	Before July 1, 2014	On or after July 1, 2014	On or after July 1, 2016
Core Academic Temporary or Preliminary*	SEI endorsement is NOT required	SEI endorsement is NOT required	SEI endorsement is NOT required to obtain the license, however, you must have the endorsement or be on track to have it within a year to teach ELLs or to supervise a core academic teacher who provides SEI instruction to ELLs
Core Academic Initial	SEI endorsement is NOT required	SEI component addressed via approved program**	SEI component addressed via approved program**

*Please note that the Department does not offer a Preliminary license for a Principal/Assistant Principal or Supervisor/Director.

** Teachers seeking licensure through “reciprocity/interstate agreement” may be eligible for the Temporary or Preliminary license and must have the SEI endorsement in order to obtain an Initial license. Administrators may be eligible for a Temporary license.

Table 3 - Educators Renewing a Professional license

License	Assigned to a cohort	Not assigned to a cohort	On or after July 1, 2016
Professional	<p><i>Through cohort year</i> Can renew the license without the SEI endorsement</p> <p><i>During cohort year</i> Must complete the cohort training</p> <p><i>After cohort year</i> Must have the SEI endorsement to renew</p>	<p><i>Prior to 7/1/16</i> Can renew the license without the SEI endorsement</p> <p><i>On or after 7/1/16</i> Can renew the licensee without the SEI endorsement.</p>	<p>Of the required 150 Professional Development Points, must have at least 15 PDPs related to SEI or English as a Second Language and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and with diverse learning styles. *Educators that earned the SEI endorsement during a renewal cycle that includes 7/1/16 are deemed to have met the additional 15 PDPs related to SEI or ESL requirement for that renewal cycle. These educators will need to earn the additional 15 SEI/ESL PDPs in future renewal cycles.</p>

IV. Course Instructors and Professional Development Providers qualified to deliver the SEI endorsement course

The Department is responsible for prequalifying and contracting with instructors for the SEI endorsement course. In order to ensure consistent quality and fidelity of implementation in delivery of the new course, the Department has issued a Request-For-Response (RFR) to pre-qualify, orient, and hire outstanding instructors for the new RETELL course. Candidates may submit applications as delineated in RFR 13ELADN4, posted in www.comm-pass.com. Here is a list of qualifications for prospective applicants:

Required Qualifications⁵:

- Two (2) years experience teaching ESL and/or Bilingual education in K-12 setting, or equivalent or related expertise.
- MA, CAGS, or higher degree in any of the following or *closely related* fields:
 - Applied Linguistics
 - English as a Second Language (ESOL, TESL)
 - Language, Literacy and Culture
- Two (2) years minimum experience providing professional development to teachers either in a university or professional development setting
- Must be available to work with OELAAA and districts, as directed by the OELAAA Director, throughout the duration of the contract
- Experience in or familiarity with online teaching to adults

Preferred Qualifications:

1. Fluency in a language other than English; or experience studying another language or living abroad
2. Knowledge of the WIDA standards (Candidates must be willing to attend a three-day WIDA training session offered by the Department)
3. Knowledge of the Common Core (Massachusetts State Frameworks)

⁵ Organizations seeking to fill multiple openings must demonstrate how each proposed candidate meets these qualifications. Only those candidates in each organization deemed qualified by the Department will be able to be assigned by the Department to provide courses that qualify educators for the SEI endorsement.

Applications will be reviewed on a rolling basis and candidates meeting the required qualifications and related requirements will be invited for an interview at which time they will also present a fifteen (15) minute mini lesson on a topic that is related to the syllabus. After the interview, selected SEI instructors will be pre-qualified under this RFR in order to participate in an introductory five (5) day professional development training session. The preparatory session will focus on content and delivery of the RETELL course, including how to use Moodle for its online component.

After successful completion of the introductory professional development session (orientation), qualified individuals will be eligible to serve as the Department- RETELL instructors. However, completion of this introductory session does not guarantee a course assignment. Selected instructors will identify any limits to their availability and the Department reserves a right to assign a number of courses to each instructor up to that limit at its discretion. Instructors may be assigned to any region or district in the state to deliver the course to core academic teachers in Massachusetts' public schools as needed. A number of courses will be made available to each district.

RETELL instructors are responsible for the following:

- Ensure engaging, high quality instruction and fidelity of implementation by delivering the Department-approved SEI Endorsement Course consistent with the syllabus, RETELL Instructor Manual, and Orientation provided by the Department
- Identify scheduling limitations for the number of courses and days per week an instructor is prepared to deliver each trimester (fall, winter/spring, summer). Accept assignments from the Department to deliver the SEI Endorsement Course consistent with these agreed to limitations.
- Coordinate with District leaders to understand local circumstances and, consistent with Department policies and procedures, tailor delivery of the SEI Endorsement Course to local circumstances and needs. Consult with the Department liaison whenever navigating Department requirements and local circumstances cannot be reconciled.
- Provide guidance to enrolled educators in the completion of assignments, monitor, provide feedback, and evaluate their participation and submitted products for each session and summatively at the end of each of the three course modules ("A," "B," and "C").

-
- Record in a form prescribed by the Department, enrolled educators' attendance, summative assessments for each of the three course modules, and whether or not each educator has met the standard to qualify for the SEI Endorsement.
 - RETELL instructors (and any other entity such as an umbrella organization) may not charge any additional amount to districts for services provided under this contract.
 - RETELL instructors shall not provide the RETELL SEI Endorsement Course independently other than to districts assigned by the Department, unless agreed to by the Department in writing prior to delivery of the course. Educators enrolled in a SEI Endorsement Course taught by a prequalified instructor that is delivered without prior Department approval cannot be awarded the SEI Endorsement based upon completion of that course.
 - RETELL instructors will be part of a statewide network and will be required to attend an Orientation and a limited number of other meetings with OELAAA and the Department staff as required for purposes of planning and evaluating the implementation of the course.
 - The RETELL instructor prequalification is valid for two years subject to satisfactory performance as determined by the Department. Instructors will receive a performance evaluation after two (2) years based upon the performances measures posted with the RFR on Comm-PASS. Prequalification will be extended for an additional two years to Instructors who have demonstrated consistently effective performance in this role.

Appendix A – Topics Covered by Category Trainings

Category 1 – Introduction to Second Language Learning and Teaching: This training was developed through collaboration between the Department and the New England Equity Assistance Center, part of the Education Alliance at Brown University. It was designed as an introductory training session for K-12 teachers of English Language Learners, and covers factors impacting second language acquisition, as well as cultural considerations for teachers in SEI classrooms.

Category 2 – Sheltering Content Instruction: This training was based on a curriculum developed by the Center for Applied Linguistics, and was designed to prepare teachers in the skills and knowledge of Sheltered Content Instruction.

Category 3 – Assessment of Speaking and Listening (MELA-O): This training delved into the multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary. Teachers that completed category 3 were considered competent to administer the Massachusetts English Language Assessment-Oral (MELA-O).

Category 4 – Reading and Writing in Sheltered Content Classes: This training was developed through collaboration between the Department, Boston College, and the New England Equity Assistance Center, part of the Education Alliance at Brown University. This training focused on the challenge of making textbooks more accessible to ELLs, and using writing activities to promote content learning.

Appendix B – Excerpts from Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00, Education of English Learners, 603 CMR 14.00, and Educator License Renewal, 603 CMR 44.00 (New and amended language is underlined.)

603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations

Section:

7.01: Purpose and Authority

7.02: Definitions

7.03: Educator Preparation Program Approval

7.04: Types of Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience

7.05: Routes to an Initial Teacher License and Specialist Teacher Licenses

7.06: Subject Matter Knowledge Requirements for Teachers

7.07: Specialist Teacher Licenses

7.08: Professional Standards for Teachers

7.09: Licenses and Routes for Administrators

7.10: Professional Standards for Administrative Leadership

7.11: Professional Support Personnel Licenses

7.12: Standards for Induction Programs for Teachers

7.13: Standards for Induction Programs for Administrators

7.14: Endorsements

7.15 General Provisions

...

7.02: Definitions

As used in 603 CMR 7.00, the following terms shall have the following meanings:

...

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Core Academic Teachers: For purposes of sheltered English immersion instruction, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

...

Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.

...

Sheltered English Immersion (SEI): Shall have the meaning set forth in G.L. c. 71A, §2.

...

7.03: Educator Preparation Program Approval:

...

(7) Implementation

...

(f) Approved programs must submit documentation to the Department by June 1, 2013 that they have addressed the requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603

CMR 7.08 (2) (c) 1., 603 CMR 7.08 (2) (d) 5, 603 CMR 7.14 (1)(b) and 603 CMR 7.14 (2)(b) for the SEI endorsement, in accordance with the Guidelines for Program Approval issued by the Commissioner, in consultation with the Commissioner of Higher Education.

7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience

...

(2) Requirements for Teacher Licensure.

...

(b) Initial

1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement.
4. Completion of an approved program for the Initial license sought as set forth in 603 CMR 7.03 (2) (a).
5. For core academic teachers, possession of an SEI Teacher Endorsement.
6. Evidence of sound moral character.

...

(5) Endorsements Issued:

- (a) Sheltered English Immersion Teacher
- (b) Sheltered English Immersion Administrator
- (c) Transitional Bilingual Learning

...

7.05: Routes to Initial Teacher and Specialist Teacher Licenses

(1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:

- (a) Bachelor's degree.
- (b) Completion of an approved program as set forth in 7.03 (2) (a).
- (c) Passing score on the Communication and Literacy Skills test.
- (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(2) Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:

- (a) Bachelor's degree.
- (b) Completion of an approved program as set forth in 7.03 (2) (a).
- (c) Passing score on the Communication and Literacy Skills test.
- (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(3) Route Three is for teacher candidates who hold a Preliminary license, serve in a school and are either hired as teachers of record or are serving an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:

(a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).

(b) An approved program for the license sought.

(c) For core academic teachers, possession of an SEI Teacher Endorsement.

(4) Route Four is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Preliminary license, are hired as teachers of record, and are working in a district that does not have an approved program for the Initial license. Route Four is not available for the following teacher and specialist teacher licenses: early childhood, elementary, library, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, teacher of the visually impaired, academically advanced, reading, and speech/language/hearing disorders. Candidates seeking licensure under Route Four shall meet the following eligibility requirements:

(a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).

(b) At least three full years of employment in the role of the Preliminary license.

(c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (2).

(d) A recommendation from the principal of each school where the candidate was employed under the Preliminary license or in the role of the license sought.

(e) A competency review for those license fields that have no subject matter knowledge test, or for which not all the subject matter knowledge required for the license is measured by the test.

(f) For core academic teachers, possession of an SEI Teacher Endorsement.

(5) Route Five is for candidates from outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:

(a) Evidence of one of the following:

-
1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner.
 2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by an organization accepted by the Commissioner, such as the National Council for Accreditation of Teacher Education (NCATE).
 3. Possession of a Regional Credential.
 4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.

(b) Passing score on the Communication and Literacy Skills test.

(c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.

(d) For core academic teachers, possession of an SEI Teacher Endorsement.

7.06: Subject Matter Knowledge Requirements for Teachers

...

(9) English as a Second Language (Levels: PreK-6; 5-12)

...

7.08: Professional Standards for Teachers

(1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

- (a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
- (b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers

(a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing, and speaking, and through the use of appropriately designed visual and contextual aids.
 - c. Uses engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
 - d. Employs a variety of reading and writing strategies for addressing learning objectives.
 - e. Uses questioning to stimulate thinking and encourages all students to respond.
 - f. Uses instructional technology appropriately.
 - g. Uses effective strategies and techniques for making content accessible to English language learners.
 - h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective

instruction for English language learners at various levels of English language proficiency and literacy.

3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress.
 - c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation.

1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity.

1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

(e) Meets Professional Responsibilities.

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.

-
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

...

7.09: Licenses and Routes for Administrators

...

(2) School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 9-12)

(a) Initial License.

1. Prerequisite Experience. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the principal/assistant principal role and at the level of the license sought.
 - b. An administrative apprenticeship/internship (300 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
 - i. A post-baccalaureate program in management/administration at an accredited college or university.
 - ii. Three full years of employment in an executive management/ leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.
4. Possession of an SEI Administrator or Teacher Endorsement.

...

(3) Supervisor/Director (Levels: Dependent on Prerequisite License)

(a) Validity. A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field and at the level of the prerequisite license(s).

(b) Initial License.

1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:
 - a. Pupil personnel directors:
 - i. School psychologist,
 - ii. School guidance counselor, or
 - iii. School social worker/school adjustment counselor
 - b. School guidance directors:
 - i. School guidance counselor or
 - ii. School social worker/school adjustment counselor
 - c. Directors, department heads, and curriculum specialists:
 - i. Teacher
 - ii. Specialist Teacher
 - iii. School Nurse
2. Prerequisite Experience. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
3. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
 - b. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
 - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.
5. For those directors, department heads, and curriculum specialists supervising or evaluating core academic teachers, possession of an SEI Administrator or Teacher Endorsement.
6. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
 - a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
 - b. At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.

...

7.14: Endorsements

(1) SEI Teacher Endorsement

-
- (b) Awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 1, 603 CMR 7.08 (2) (d) 5, and 603 CMR 7.14(1)(b), through one of the following:
1. Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
 2. Passing a Department-approved assessment.
 3. A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.
 4. Possession of an English as a Second Language license or an English Language Learners license.
- (c) Subject Matter Knowledge:
1. The basic structure and functions of language.
 2. Second language acquisition factors as they affect access to the Massachusetts standards.
 3. Social-cultural, affective, political, and other salient factors in second language acquisition.
 4. Sheltered English immersion (SEI) principles and typologies:
 - i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
 5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
 6. Federal and Massachusetts' laws and regulations pertaining to English language learners.
 7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
 8. Theory, research, and practice of reading and writing for English language learners.
 - i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
 9. The role of oral language development in literacy development for English language learners.
 10. Formative and summative assessments for English language learners.
 11. Literacy and academic language development.
 - i. The role of vocabulary development in accessing academic language.

(2) SEI Administrator Endorsement

(a) Awarded upon demonstration of the subject matter and skill requirements set forth in 603 CMR 7.14(2)(b) through one of the following:

1. Successful completion of a Department–approved course of study for administrators specific to sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.

2. Possession of an SEI Teacher Endorsement.

(b) Subject Matter Knowledge:

6. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
7. Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
8. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
9. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
10. Understanding of the challenges that English language learners face in the mastery of academic language and of the skills to shelter content and scaffold instruction to promote the academic achievement of English language learners.

(3) Transitional Bilingual Learning Endorsement

(a) Awarded to educators who meet the following requirements:

1. Possession of an English as a Second Language license.
2. Passing score on a test acceptable to the Department, that assesses, or includes the assessment of , listening, speaking, and writing skills in the relevant foreign language for either the Pre-K – 6 or the 5 – 12 level.

7.154: General Provisions

...

(9) General Provisions for Employment.

(a) Legal Employment. To be eligible for employment by a school district in any position covered by 603 CMR 7.00, a person must have been granted a license by the Commissioner that is appropriate for the role. A person holding a license may be employed for a maximum of 20% of his/her time in a role and/or at a level for which s/he does not hold a license.

(b) Sheltered English Immersion.

1. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no core academic teacher shall be assigned to provide sheltered English instruction to an English language learner unless such teacher either holds an SEI Teacher Endorsement, or will earn an SEI Teacher Endorsement within one year from the date of the assignment.

2. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English language learner unless such principal, assistant principal, or supervisor/director either holds an SEI Teacher or SEI Administrator Endorsement, or will earn such endorsement within one year of the commencement of such supervision or evaluation.

3. Notwithstanding 603 CMR 7.04, 603 CMR 7.05, 603 CMR 7.09 and 603 CMR 7.15 (5), any core academic teacher, or any principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to obtain an SEI endorsement within the time period designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to advance or renew his or her license until such educator obtains the SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

(c) District Requirements. Nothing in 603 CMR 7.00 shall be construed to prevent a school district from prescribing additional qualifications beyond those established in 603 CMR 7.00.

(d) Preliminary Licenses. Persons holding Preliminary licenses are permitted to seek employment in teaching positions requiring licensure in school districts that have an approved program of preparation for the Initial license.

(14) Implementation.

(a) Between March 7, 2009 and June 30, 2012, candidates for the following preliminary or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are

licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to renew their initial license.

(b) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.

(c) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.

(d) Individuals who apply and complete all requirements for Initial licensure prior to July 1, 2014, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to August 1, 2012.

14.07: Assignment of English Learners to Teachers in School Districts.

- (1) Core academic teachers who provide sheltered English instruction to English learners in school districts, including charter schools and education collaboratives, must earn an SEI Teacher Endorsement as set forth in 603 CMR 7.00 and this section. Principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers, must earn an SEI Administrator Endorsement as set forth in 603 CMR 7.00 and this section.
- (2) No later than August 1, 2012, the Department of Elementary and Secondary Education shall publish a schedule that establishes cohorts of core academic teachers of English learners, and principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers, who must earn the SEI Teacher Endorsement or SEI Administrator Endorsement in each of the years from July 1, 2012 through June 30, 2016.
 - a. The cohorts established by the Department shall be based upon the incidence and performance of English learners in the school districts that employ these educators, provided further that educators employed in school districts with the highest incidence and lowest performance shall meet this requirement earlier and educators employed in school districts with the lowest incidence and highest performance shall meet this requirement later in this four-year period.
 - b. The Department shall publish the cohort schedule on the Department's website and shall make it available upon request. Educators assigned to a cohort must meet the requirements for an SEI endorsement within the time period designated for their cohort. Educators who fail to earn an endorsement by the time designated for their cohort, shall not be eligible to advance or renew their educator license under 603 CMR 7.00 and 603 CMR 44.00 until such educators earn an SEI endorsement. Provided however, upon a showing of hardship, the Department may grant an educator an extension of time beyond the time designated for his or her cohort to earn an SEI endorsement. Hardship shall consist of serious illness or injury, or other circumstances that are beyond the control of the educator and impede the educator's ability to complete the requirements for an SEI endorsement.

-
- (3) Starting on July 1, 2016, any core academic teacher who is assigned to provide sheltered English instruction to an English learner shall either hold an SEI Teacher Endorsement, or is required to earn such endorsement within one year from the date of the assignment. Any school district that assigns an English learner to a core academic teacher who has a year to earn an SEI endorsement, shall take all reasonable steps to ensure that such English learner is assigned to core academic teachers with an SEI endorsement in subsequent school years.
- (4) Starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English learner unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation.
- (5) For purposes of this section, “core academic teacher” shall mean early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

603 CMR 44.00: Educator License Renewal

Section:

44.01: Purpose and Authority

44.02: Definitions

44.03: General Provisions

44.04: Approval of Professional Development Plans

44.05: Provisions Applicable to Licenses Renewed Before July 1, 2016

44.06: Provisions Applicable to Licenses Renewed On or After July 1, 2016

44.07: Inactive Licenses

44.08: Application Process

44.09: Documentation and Recordkeeping

44.10: Reconsideration

44.11: Failure to Satisfy Renewal Requirements

44.12: Hardship Waiver or Modification

44.01: Purpose and Authority

(1) Purpose. The Massachusetts license renewal system will enhance education through ongoing professional development for educators that meets high standards for quality. The license renewal system is carried out in the context of professional development for school improvement leading to increased student learning. The goal is for educators within a school and district to work together so that license renewal achieves educational goals for the individual, the school, and the district, in order to assist students in meeting state learning standards.

(2) Authority. 603 CMR 44.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 71, § 38G.

44.02 Definitions

As used in 603 CMR 44.00, the following terms shall have the following meanings:

...

Board: the Massachusetts Board of Elementary and Secondary Education.

Commissioner: the Commissioner of the Department of Elementary and Secondary Education.

Content Area: the academic discipline or subject matter knowledge of a certificate.

...

Department: the Massachusetts Department of Elementary and Secondary Education.

Educator: a person who has been issued a professional license as defined by 603 CMR 7.02.

Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skill to perform services in the area(s) specified.

Inactive License: a license-that is not renewed within five years of its issuance or most recent renewal, whichever is later. A license that is not renewed is deemed inactive for up to five consecutive years.

Individual Professional Development Plan: a five year plan developed by an educator that outlines the professional development activities for the renewal of the educator's license(s).

Invalid License: a license-that is not renewed within the five year active period and that is not renewed within the five year inactive period, as provided in 603 CMR 44.07.

License: a Professional educator license issued to a person who has met the preparation and eligibility requirements established by the Board for a Professional license. This license is equivalent to a standard educator certificate as defined in M.G.L. c. 71, § 38G. Professional licenses are valid for five years and are renewable for additional five year terms.

Low-Performing Mathematics Program: Any mathematics program in a Massachusetts public middle or high school which has been identified as low-performing according to the criteria and process found in the Regulations on Accountability and Assistance for School Districts and Schools, 603 CMR 2.05.

...

Primary License: the license so designated by an educator who has more than one license. The primary license is usually the license under which the educator is employed. If the educator is employed in a position that requires more than one license, the educator may designate which of the licenses is the primary license.

Professional Development Point (PDP): a unit of measurement of professional development activities. One clock hour is equivalent to one professional development point. One semester hour is equivalent to 15 PDPs. One continuing education unit is equivalent to ten PDPs. However, professional development activities sponsored or approved by the Department and advanced academic studies will receive 1.5 PDPs per clock hour. Department guidelines will detail the PDPs earned by professional development activities not readily measured in clock hours.

Sheltered English Immersion (SEI): Shall have the meaning set forth in M.G.L. c. 71A, § 2.

Sheltered English Immersion (SEI) Endorsement: An SEI Teacher Endorsement and SEI Administrator Endorsement issued to an educator in accordance with 603 CMR 7.14.

Topic: a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration.

44.03 General Provisions

- (1) Except as provided in 603 CMR 44.07, each license shall be valid for five years, and may be renewed for successive five - year terms upon the successful completion of the requisite number of PDPs as set forth in 603 CMR 44.05 (1) and 44.06(1) within a particular five year active period, based on a professional development plan that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.
- (2) Professional development points may be earned in the following ways:
 - (a) PDPs may be awarded by registered providers to license holders who complete a professional development activity and demonstrate proficiency in the relevant subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines.
 - (b) PDPs may be awarded by, or under the auspices of, the Department, school districts, or educational collaboratives upon an educator's completion of a professional development activity in compliance with Department guidelines.
 - (c) Educators may accrue PDPs through an educator-designed professional development activity that satisfies Department guidelines.
- (3) An educator also may choose to accrue professional development points in the following ways, as part of an individual professional development plan which receives any approvals necessary under the provisions of 603 CMR 44.04:
 - (a) Achieving a passing score on a content-specific test approved by the Board will earn an educator 90 PDPs in the content area of the license.
 - (b) Achieving a passing score on a performance assessment approved by the Board will earn an educator 120 PDPs, 90 in the content area of the license and 30 in pedagogy.

-
- (c) Taking the Mathematics Content Assessment will earn an educator 20 PDPs in the mathematics content area.
 - (4) The Department shall develop and maintain a registry of professional development providers in order to facilitate access to information about professional development programs.
 - (5) Notwithstanding 603 CMR 44.05 and 603 CMR 44.06, any core academic teacher, principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to earn an SEI endorsement by the time designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to renew his or her license until such educator earns an SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

44.04 Approval of Professional Development Plans

- (1) In accordance with G.L. c. 71, § 38G, educators working in a Massachusetts public school must obtain approval of their proposed professional development plans from their supervisors by the timelines set out in 603 CMR 44.05~~6~~ (2), and 44.06~~7~~ (2). Licensed educators working in schools other than Massachusetts public schools are encouraged to seek such approval.
 - (a) Approval for proposed individual professional development plans shall be from the educator's direct supervisor or an appropriate designee. In most instances, this will mean that the plans of teachers and other educators who report to the principal will be approved by the principal, a principal's plan will be approved by the superintendent of schools, and a superintendent's plan will be approved by the chairperson of the school committee.
 - (b) Approval of a plan shall be based on whether the 80% of the PDPs in the plan that are subject to supervisor approval are consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, and is based on evidence that it contributes to increased student achievement and growth. A supervisor may consider whether the plan requires an educator to earn PDPs regularly throughout the five year period when evaluating a plan.

-
- (c) The supervisor and educator may determine that the same individual professional development plan will be used to satisfy both 603 CMR 44.00 (educator license renewal) and 603 CMR 35.00 (educator evaluation).
- (d) Approval of individual professional development plans shall not be unreasonably withheld. In the event that a plan is rejected by a supervisor, teachers and other educators who report to the principal may seek review of the denial from the superintendent of schools, principals may seek review from the school committee chairperson, and superintendents may seek review from the Department. An educator may then seek additional review from the Department, according to the provisions of 603 CMR 44.10.
- (2) A supervisor shall review each individual professional development plan at least every two years. A supervisor shall review the professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any PDPs that were earned consistently with an approved plan shall be deemed approved in applying for license renewal. Any PDPs that are earned prior to the approval of a plan may be subject to disapproval, if in the opinion of the educator's supervisor, the PDPs are not consistent with the educational improvement goals of the school and/or district.
- (3) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan. An educator whose supervisor refuses to sign a professional development plan may follow the review procedures set out in 603 CMR 44.04(1)(d) and 44.10.
- (4) Approval of professional development plans of mathematics teachers in low-performing mathematics programs shall be subject to the following additional requirements:
- (a) A supervisor shall not approve or sign the professional development plan of any mathematics teacher in a low-performing mathematics program until that educator takes the Mathematics Content Assessment. However, if no Mathematics Content Assessment is offered between the first date the educator is required to take the Mathematics Content Assessment, pursuant to the Under-Performing Schools and Districts Regulations, 603 CMR 2.05, and the last date on which the approval or

signature may be granted, the supervisor may approve or sign the professional development plan of an educator who has not yet taken the Mathematics Content Assessment.

- (b) In considering whether a professional development plan is consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, pursuant to 603 CMR 44.04 (1)(b), a supervisor must determine that the professional development plan addresses weaknesses identified by the Mathematics Content Assessment.
- (c) In the event that a school's mathematics program is classified as a low-performing mathematics program after approval of the educator's professional development plan, the educator shall take the next Mathematics Content Assessment offered by the Board.
- (d) In the event that a mathematics teacher who was not previously teaching in a school with a low-performing mathematics program goes to work in school with a low-performing mathematics program, that teacher will not have to take the Mathematics Content Assessment until the school's mathematics program is classified as low-performing based on the results of an MCAS mathematics test administered while the teacher is employed at the school.
- (e) In biannual reviews conducted pursuant to 603 CMR 44.04 (2), a supervisor must withdraw approval of the professional development plan of any educator who has not taken the Mathematics Content Assessment offered by the Board, unless no Mathematics Content Assessment is offered between the time such Assessment was required of the educator, pursuant to 603 CMR 2.05 (2), and the time of the biannual review. A supervisor must also withdraw approval of any professional development plan that fails to address weaknesses identified by the Mathematics Content Assessment.

44.05 Provisions applicable to licenses renewed before July 1, 2016

- (1) Individual professional development plans must include at least 150 PDPs. At least 120 of the PDPs must be in the content area of the license or in pedagogy directly related to the educator's primary license, with at least 90 of these PDPs in the content area of the educator's primary license.

-
- (2) Educators working in Massachusetts public schools must get initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed. A supervisor shall approve a professional development plan in which the 120 PDPs required to be in content area or pedagogy are consistent with school and district educational improvement goals.
 - (3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04 (3).
 - (4) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.
 - (5) Professional development plans must include an additional 30 PDPs in the content area of any additional license to be renewed.

44.06: Provisions applicable to licenses renewed on or after July 1, 2016:

- (1) Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:
 - (a) At least 15 PDPs related to SEI or English as a Second Language.
 - (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
 - (c) At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in, or related to, the content area of the educator's primary license.
- (2) Educators working in Massachusetts public schools must obtain initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed.

-
- (3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04(3).
 - (4) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.
 - (5) Professional development plans must include an additional 30 PDPs in the content area of any additional license to be renewed.

44.07: Inactive and Invalid Licenses

- (1) A license that is not renewed within the five year validity period is deemed inactive for a period of five years. At the end of that time, the license is invalid, except as provided in 603 CMR 44.07(2) or (3).
- (2) An educator who is not currently employed in a position requiring licensure and who is to be employed in a position for which he or she holds an inactive license, shall have two years from the start of such employment to complete the professional development requirements for the license.
- (3) An educator who is currently employed in a position requiring licensure for which he or she holds an active license, and who is to be employed in a position for which he or she holds an inactive additional license, shall have two years from the start of such employment to complete the professional development requirements for the inactive license. The educator may renew such additional license upon the completion of 30 PDPs, provided that the educator has renewed his or her primary license.
- (4) An educator may not be employed under an inactive license, except as provided in 603 CMR 44.07(2) or (3), until he or she renews the license, unless the school district receives a waiver from the Department pursuant to 603 CMR 7.00. An educator may not be employed under an invalid license, until he or she renews the license, unless the school district receives a waiver from Department pursuant to 603 CMR 7.00.
- (5) If a license has become inactive or invalid under 603 CMR 44.07 (1), the educator may renew a license in that area after completing the professional development requirements contained in 603 CMR 44.05 (1) or 44.06, as applicable.

44.08: Application Process

-
- (1) All applicants for license renewal shall submit the following to the Department:
 - (a) a completed application, in the manner and form prescribed by the Department,
 - (b) the required fee,
 - (d) proof of sound moral character,
 - (e) a statement, signed under penalties of perjury, that the candidate has successfully completed the requisite number of PDPs under a professional development plan.
 - (2) Applicants who are employed by Massachusetts public schools shall submit a statement, signed under the penalties of perjury, that they have obtained their supervisor's final approval of their completed professional development plan.

44.09: Documentation and Recordkeeping

- (1) Each educator shall maintain the following materials to verify completion of license renewal requirements:
 - (a) an individual professional development plan, which has been approved by the educator's supervisor if required by 603 CMR 44.04(3), to be achieved over the five year period, that includes the educator's goals for strengthening content area knowledge and professional skills and for remaining current in other professional issues, and resulting in improvements in teaching; and
 - (b) reasonable documentation which validates the completion of an activity and the number of points accrued; and
 - (c) a record of completed license renewal activities, which at a minimum shall include the topic and type of professional activities completed, the dates of such activities, and the number of points completed.
- (2) The educator shall maintain the documentation, record log, professional development plan, and application for five years from the date of the renewal of the license. For those educators who are applying professional development points earned by completing a Department- approved SEI endorsement course of study in more than one renewal cycle, as outlined in Department guidelines, all renewal documentation must be maintained for ten years from the date of the renewal of the license.

-
- (3) All documentation is subject to audit by the Department and review by an educator's supervisor, and must be provided to the Department upon request.

44.10 Reconsideration

An applicant for license renewal may request that the Commissioner reconsider the Department's decision not to renew such applicant's license. An applicant may also appeal a supervisor's decision not to approve or sign a professional development plan to the Commissioner, after seeking any review available at the local school district pursuant to 603 CMR 44.04 (1) (de). The applicant shall submit a written request for reconsideration to the Commissioner within 30 days of the date that the applicant received notice that his or her application for license renewal has been denied or that the individual professional development plan was rejected at the highest available level of local review. The decision of the Commissioner shall be final.

44.11 Failure to Satisfy Renewal Requirements

- (1) If the Department determines that the educator has failed to demonstrate that the educator has met the requirements to renew the license, the educator's license will be deemed inactive.
- (2) Before the Department deems the license inactive, it shall notify the educator in writing that the Department intends to deem the license inactive and of the educators right to request a hearing before the Commissioner in accordance with M.G.L. c. 30A and 801 CMR 1.00: Adjudicatory Rules of Practice and Procedure. This notice shall operate as a notice of the action and does not operate as an order to show cause.
- (3) The educator shall have 21 days from receipt of the notice to make a written request for a hearing. If the Commissioner does not receive a written request for a hearing in accordance with the above, the educator's license shall be deemed to be inactive and the educator shall be so notified by return mail.
- (4) Hearing.
- a. If the Commissioner receives a request for a hearing from the educator in accordance with 603 CMR 44.11(3), the Commissioner or his designee shall schedule a hearing. The hearing shall be conducted in accordance with the requirements of M.G.L. c. 30A and 801 CMR 1.00. At such hearing, the educator shall bear the burden of proof. The hearing shall not be open to the public unless the educator requests a public hearing.

-
- b. The Commissioner or his designee shall issue a written decision determining whether or not the educator's license shall be deemed inactive. The decision shall comply with the requirements of M.G.L. c. 30A, §11 and 801 CMR 1.00.
 - c. The Commissioner shall send a copy of the decision to the educator along with a notice informing the educator of the right to appeal in accordance with the provisions of M.G.L. c. 30A, § 14.

44.12 Hardship Waiver or Modification

- (1) Upon a showing of extreme hardship, the Commissioner may waive or modify the requirement of completion of the requisite number of PDPs as set forth in 603 CMR 44.05 and 44.06. A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator. No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.
- (2) The Commissioner, in his discretion, may impose reasonable conditions upon any modification or waiver granted.
- (3) The decision of the Commissioner shall be final.

REGULATORY AUTHORITY

603 CMR 44.00: M.G.L. c. 71, §38G

Appendix C – SEI Teacher and Administrator Endorsement Matrices for Department Approved Educator Preparation Programs

Subject Matter Knowledge (SMK) Teacher Matrix

Sponsoring organizations must codify where and to what extent the SMK is addressed in the program and indicate the assessments used to measure each standard.

Course Boxes: Please enter the course abbreviation and course number in the boxes below. *The coverage of the standards should be targeted, explicit and coherently addressed through no more than two courses.* Please see the example below.

Outcome Assessments: Please indicate the assessments used to measure each standard. The assessments must align with the courses listed in the course boxes. Please show a range of summative and formative strategies. Examples include but are not limited to: observation, research paper, short response paper, literature review, portfolio presentation, website presentation, Power Point presentation, PPA, quizzes, tests, oral exams, reflective reading assignment and discussion, group activity, lesson plans, unit plans, learning module, case study, problem-based learning activity.

Example:

Subject Matter Knowledge (SMK) Standards	Course Code	Outcome Assessment
3. Similarities and differences between oral and written communication.	ENG 450	short response paper, literature review, quizzes, reflective reading assignments

SEI Teacher Endorsement

Sponsoring Organization:

Licensure Program (License and Grade Level):

Name(s) of person(s) completing this matrix:

7.14: (1)(b) Subject Matter Knowledge Standards	Course Code	Outcome Assessments
1. The basic structure and functions of language.		
2. Second language acquisition factors as they affect access to the Massachusetts standards.		
3. Social-cultural, affective, political, and other salient factors in second language acquisition.		
4. Sheltered English immersion (SEI) principles and typologies:		

7.14: (1)(b) Subject Matter Knowledge Standards	Course Code	Outcome Assessments
i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas)		
5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.		
6. Federal and Massachusetts' laws and regulations pertaining to English language learners.		
7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.		
8. Theory, research, and practice of reading and writing for English language learners:		

7.14: (1)(b) Subject Matter Knowledge Standards	Course Code	Outcome Assessments
i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.		
9. The role of oral language development in literacy development for English language learners.		
10. Formative and summative assessments for English language learners.		
11. Literacy and academic language development:		
i. The role of vocabulary development in accessing academic language.		

Subject Matter Knowledge (SMK) Administrator Matrix

Sponsoring organizations must codify where and to what extent the SMK is addressed in the program and indicate the assessments used to measure each standard.

Course Boxes: Please enter the course abbreviation and course number in the boxes below according to the level where each standard is being addressed. ***Choose up to two courses/seminars/modules per standard.*** Please see the example below.

Outcome Assessments: Please indicate the assessments used to measure each standard. The assessments must align with the courses listed in the course boxes. Please show a range of summative and formative strategies. Examples include but are not limited to: observation, research paper, short response paper, literature review, portfolio presentation, website presentation, Power Point presentation, PPA, quizzes, tests, oral exams, reflective reading assignment and discussion, group activity, lesson plans, unit plans, learning module, case study, problem-based learning activity.

Example:

Subject Matter Knowledge (SMK) Standards	Course Code	Outcome Assessment
3. Similarities and differences between oral and written communication.	ENG 450	short response paper, literature review, quizzes, reflective reading assignments

SEI Administrator Endorsement

Sponsoring Organization:

Licensure Program (License and Grade Level):

Name(s) of person(s) completing this matrix:

7.14: (2)(b) Subject Matter Knowledge Standards	Course Code	Outcome Assessments
1. Understanding of diversity and background of English language learner populations, including family systems, neighborhoods, and communities, and their impact on teaching and learning.		
2. Building a culture of equity and inclusiveness for linguistically and culturally diverse populations.		
3. Implementation of strategies for coordinating instruction for English language learners (SEI and English language development).		
4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.		

7.14: (2)(b) Subject Matter Knowledge Standards	Course Code	Outcome Assessments
5. Understands and appreciates the challenges that English language learners face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction to promote the academic achievement of English language learners.		

Matrix - Professional Standards for Teachers

New and Revised SEI Standards Only

Sponsoring organizations must codify where and to what extent the PST is addressed in the program and indicate the assessments used to measure each standard.

Course Boxes: Please enter the course abbreviation and course number in the boxes below. *The coverage of the standards should be targeted, explicit and coherently addressed through no more than two courses.* Please see the example below.

Outcome Assessments: Please indicate the assessments used to measure each standard. The assessments must align with the courses listed in the course boxes. Please show a range of summative and formative strategies. Examples include but are not limited to: observation, research paper, short response paper, literature review, portfolio presentation, website presentation, Power Point presentation, PPA, quizzes, tests, oral exams, reflective reading assignment and discussion, group activity, lesson plans, unit plans, learning module, case study, problem-based learning activity.

Example:

Professional Standards for Teachers – New and Revised SEI Standards Only	Course Code	Outcome Assessment

3. Similarities and differences between oral and written communication.	ENG 450	short response paper, literature review, quizzes, reflective reading assignments
---	----------------	--

Professional Standards for Teachers

New and Revised SEI Standards only

Sponsoring Organization:

Licensure Program (License and Grade Level):

Name(s) of person(s) completing this matrix:

7.08 - Professional Standards for Teachers – New and Revised SEI Standards Only	Course Code	Outcome Assessments
<p>(1) Application. The <i>Professional Standards for Teachers</i> define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:</p> <p style="padding-left: 40px;">(a) In the practicum or practicum equivalent phase of preparation for the Initial License; or</p> <p style="padding-left: 40px;">(b) As part of the Performance Assessment Program.</p> <p>The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.</p>		
(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders		

7.08 - Professional Standards for Teachers – New and Revised SEI Standards Only	Course Code	Outcome Assessments
Teachers		
(a) Plans Curriculum and Instruction.		
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.		
(b) Delivers Effective Instruction.		
1. Communicates high standards and expectations when beginning the lesson:		
b. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.		
2. Communicates high standards and expectations when carrying out the lesson:		
g. Uses effective strategies and techniques for making content accessible to English language learners.		
h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.		
(c) Manages Classroom Climate and Operation.		

7.08 - Professional Standards for Teachers – New and Revised SEI Standards Only	Course Code	Outcome Assessments
1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.		
(d) Promotes Equity.		
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.		

Appendix D – District Cohorts for Earning SEI Endorsement

MEMORANDUM

To: Superintendents and Charter School Leaders
From: Mitchell D. Chester, Ed.D., Commissioner
Date: August 27, 2012
Subject: RETELL Update, Overview, and Next Steps

Improving teaching and learning of English language learner (ELL) students is fundamental to meeting our goal to close proficiency gaps. **Newly adopted regulations require that all core academic teachers of ELLs, and building administrators who supervise such teachers, must earn a Sheltered English Immersion (SEI) Teacher or Administrator Endorsement by July 1, 2016. Training for the endorsement is starting this year.** The regulations and the required SEI endorsements are a key piece of the initiative called Rethinking Equity and Teaching for English Language Learners (RETELL), to close proficiency gaps for ELL students.

The Department of Elementary and Secondary Education (Department) has identified nearly 26,000 core academic teachers who are responsible for teaching one or more ELL students and must meet this new requirement. The training will consist of a newly designed and updated research-based SEI course that will replace the Category Training that hundreds of educators have already completed over the past several years. The Department expects to be able to provide prequalified course instructors for approximately 3,000 educators in year one (i.e., the 2012-2013 school year). High ELL incidence and low performance districts will have priority to receive this new training first. To assist in your planning, please find attached a list of school districts and the cohort to which they have been assigned.

In the following sections, you will find additional information, including an overview of the new SEI endorsement and next steps.

Overview of the Sheltered English Instruction (SEI) Endorsement

In June 2012, the Board of Elementary and Secondary Education adopted regulations for the SEI endorsement that core academic teachers¹ of English language learners (ELLs), and building administrators who supervise such teachers, must earn over the coming four school years. The new requirements are designed to strengthen instruction and better support the academic achievement of ELLs. Our work to address the ELL proficiency gap was accelerated in 2011 when the U.S. Department of Justice notified us that we must mandate professional standards for educators who provide sheltered English instruction to ELL students and must require incumbent SEI teachers to participate in updated SEI training to obtain the essential knowledge and skills needed to provide that instruction.

The centerpiece of the approved regulations is the SEI Teacher Endorsement, the credential that documents a teacher's preparation to provide subject matter content instruction in English to students who are learning English. The new regulations require that all core academic teachers responsible for the education of one or more ELLs hold an SEI Teacher Endorsement by July 1, 2016. In addition, the SEI Administrator Endorsement establishes that a principal, assistant principal, or supervisor/director is trained to supervise or evaluate core academic teachers who provide SEI. The building administrators will be required to have their SEI Administrator Endorsement by July 1, 2016.

There are four options for incumbent SEI teachers and administrators to qualify for the endorsement:

- Successfully complete a Department-approved course of study;
- Pass a Department-approved test;
- Hold a bachelor's degree in a major approved by the Department (e.g., applied linguistics) or have other graduate level training approved by the Department that embodies the required standards; or
- Hold an English as a Second Language or English Language Learners educator license.

To obtain the SEI Teacher Endorsement, most incumbent core academic teachers will be required to take and pass a newly developed SEI endorsement course between January 15, 2013 and July 1, 2016. The course is equivalent to a 3-credit graduate course and includes 16 sessions, 6 of which are online, for a total of 45 hours. Teachers will be expected to master subject matter knowledge and related practices grounded in SEI research. The three overarching goals of the SEI endorsement course, listed below, reflect the contributions of stakeholders and experts representing a wide array of perspectives and experiences:

1. To help teachers understand and embrace their responsibility for the teaching and learning of ELLs as well as to acknowledge the social and cultural issues that affect the schooling of ELLs (Module A).

¹ Core academic teachers are defined by 603 CMR 7.02 for purposes of sheltered English immersion instruction as early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading and language arts, mathematics, science, civics and government, economics, history, and geography.

-
2. To expand teachers' knowledge of how language functions and how children and adolescents acquire a second language with an introduction to the World-Class Instructional Design and Assessment (WIDA) English language development standards (Module B).
 3. To increase teachers' knowledge of how they can support ELL students' attainment of the Common Core State standards included in the 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics*² (Module C).

The SEI endorsement courses, piloted in the summer and fall of 2012, will be delivered to the first district cohorts by mid-winter of this school year. Teachers who have taken Category Training (all three or at least two of the three relevant categories, 1, 2 or 4) will be able to enroll in an abbreviated version of the SEI endorsement course, which will be available in 2013. Upon successful completion of the SEI endorsement course, participating teachers will receive an SEI Teacher endorsement to their educator license. The SEI Teacher Endorsement also satisfies the SEI Administrator Endorsement requirement.

The Department is developing a new SEI Massachusetts Test for Educator Licensure that incumbent educators could take in lieu of completing the SEI endorsement course; a passing score will qualify the educator for the SEI Teacher Endorsement or the SEI Administrator Endorsement. It takes 18+ months to develop a new MTEL exam; hence, the Department is evaluating existing SEI tests used in other states that could be used for this purpose. We will provide an update regarding SEI testing options this fall, 2012.

For aspiring educators, the regulations require applicants for an initial license as a core academic teacher or principal/assistant principal or supervisor/director to meet requirements for the SEI Teacher and SEI Administrator Endorsement, respectively, as of July 1, 2014. As of June 1, 2013, approved educator preparation programs must align their programs with the new knowledge and professional practice standards.

Next Steps

Using educator (EPIMS), student (SIMS), and Spring 2011 course scheduling data provided by districts, the Department identified approximately 26,000 core academic teachers who were responsible for teaching one or more ELLs. We are using these data to identify the number of such teachers in each district who must qualify for the SEI Teacher Endorsement in each of the coming four school years, 2012-13 through 2015-16. The Department refers to the group of educators who must qualify for the endorsement in each school year as a "cohort." Districts with high and moderate incidence of ELLs will assign these educators and the administrators who supervise and evaluate them to cohorts in a year period, either years 1 through 3, or 2 through 4. Low incidence districts will assign educators to cohorts in years 3 and 4.

The Department has organized districts into the following groups based upon Spring 2011 data:

- High incidence (>200 ELLs) and below state average ELL performance³
- High incidence and above state average ELL performance

² These standards include all Common Core State Standards for ELA and mathematics as well as a limited number of additional standards.

³ For RETELL, "low performance" indicates that the average MCAS scores of ELLs in a district are below the state average MCAS scores for ELLs.

-
- Moderate incidence (<200 and >20 ELLs) and below ELL performance
 - Moderate incidence and above state average ELL performance
 - Low incidence (<20 ELLs)
 - No ELLs enrolled in district

NOTE: An updated version of the cohorts that we distributed in early 2012 is attached; we have listed charter schools in the same group as the community school district where they are located to facilitate discussions about possible interest in coordinating educator enrollments in SEI endorsement course sections. The Department will have capacity to provide prequalified course instructors for approximately 3,000 educators in year one, i.e., beginning mid-winter in the 2012-13 school year.

Districts will be responsible for:

- A. Identifying which core academic teachers and the administrators who supervise and evaluate them are responsible for educating ELLs,
- B. Identifying which of these educators will participate in each cohort assigned to the district,
- C. Identifying which members of a cohort will be assigned to a specific class section of not less than 25 and not more than 30 educators,
- D. Determining the locations and schedule for each course section, and
- E. Transmitting this information to the Department electronically, in a format that will be provided in October 2012.

Department will be responsible for:

- F. Determining the number of core academic teachers that must qualify for the SEI endorsement in each cohort year assigned to each district,
- G. Providing guidance to districts and educator preparation programs related to these new requirements and how to meet them,
- H. Prequalifying SEI endorsement course instructors and matching them with the locations and schedules of course sections determined by districts,
- I. Pursuing funding to pay course instructors throughout the four-year implementation period; funding has already been secured for year one, i.e., the 2012-13 school year,
- J. Establishing data collection and processing systems that will enable
 - o systematic creation of course section rosters of enrolled educators
 - o course instructors to record which educators successfully complete the SEI Endorsement course
 - o the updating of individual educator records in ELAR (the Department's educator licensure system) when requirements have been met to qualify for the SEI Teacher or Administrator Endorsement
 - o issue the SEI endorsement to the qualifying educator in ELAR and send a roster of qualifying educators to their employer/district

-
- K. Conducting evaluations of every RETELL component, making improvements where indicated, and sharing what is being learned regarding what is and is not working well, particularly with respect to the affect on the academic success of ELLs.

We will provide detailed, district-specific information via a letter to each district (including charter schools) that will be assigned educator cohorts for year one (2012-13) by mid-September 2012⁴. That letter will include the targeted numbers of educators for the year one cohort and the “Guidelines for Qualifying Educators for the Sheltered English Immersion Teacher or Administrator Endorsement.”

Thank you once again for all of the contributions you, your staff, and the professional associations have made to the new SEI requirements and for your continued efforts and support as we work together to implement them. My hope and expectation is that by continuing to work together to make each RETELL component successful, we will see a marked increase in the achievement and academic success of our English language learners.

Att: RETELL Chart for SEI Endorsement District Cohorts

⁴ First year districts are listed in the attached chart.

Massachusetts Department of Elementary and Secondary Education
RETELL SEI ENDORSEMENT DISTRICT COHORTS

8/2012

Years 1, 2, 3 (SYs 2012/13, 2013/14, 2014/15)
Worcester
Worcester P.S.
Abby Kelley Foster Charter Public (District)
Seven Hills Charter Public (District)
Spirit of Knowledge Charter School (District)
Springfield
Springfield P.S.
Martin Luther King Jr. Charter School of Excellence (District)
New Leadership Charter (District)
Sabis International Charter (District)
Brockton
Lynn
Lynn P.S.
KIPP Academy Lynn Charter (District)
Holyoke
Holyoke P.S.

Years 1, 2, 3 (SYs 2012/13, 2013/14, 2014/15)
Holyoke Community Charter (District)
Fitchburg
Fitchburg P.S.
North Central Charter Essential (District)
New Bedford
New Bedford P.S.
Alma del Mar Charter School
Global Learning Charter Public (District)
Fall River
Fall River P.S.
Atlantis Charter (District)
Waltham
Salem
Salem P.S.
Salem Academy Charter (District)
Salem Community Charter School
Leominster
Cambridge
Cambridge P.S.

Years 1, 2, 3 (SYs 2012/13, 2013/14, 2014/15)
Benjamin Banneker Charter Public (District)
Community Charter School of Cambridge (District)
Prospect Hill Academy Charter (District)
Southbridge
Quincy
Chelsea
Chelsea P.S.
Excel Academy Charter School - Chelsea
Phoenix Charter Academy (District)
Malden
Malden P.S.
Mystic Valley Regional Charter (District)
Somerville
Boston
Boston P.S.
Academy Of the Pacific Rim Charter Public (District)
Boston Collegiate Charter (District)
Boston Day and Evening Academy Charter (District)
Boston Green Academy Horace Mann Charter School

Years 1, 2, 3 (SYs 2012/13, 2013/14, 2014/15)
Boston Preparatory Charter Public (District)
Boston Renaissance Charter Public (District)
Bridge Boston Charter School
City On A Hill Charter Public (District)
Codman Academy Charter Public (District)
Conservatory Lab Charter (District)
Dorchester Collegiate Academy Charter (District)
Edward Brooke Charter (District)
Edward M. Kennedy Academy for Health Careers (Horace Mann Charter School)
Edward W. Brooke Charter School 2
Excel Academy Charter (District)
Excel Academy Charter School - Boston II
MATCH Charter Public School (District)
MATCH Community Day Charter Public School
Neighborhood House Charter (District)
Roxbury Preparatory Charter (District)
Smith Leadership Academy Charter Public (District)
UP Academy Charter School of Boston
Lowell

Years 1, 2, 3 (SYs 2012/13, 2013/14, 2014/15)
Lowell Community Charter Public (District)
Lowell P.S.
Lowell Middlesex Academy Charter (District)

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Lawrence
Lawrence P.S.
Lawrence Family Development Charter (District)
Community Day Charter Public (District)
Everett
Everett P.S.
Pioneer Charter School of Science (District)
Revere
Marlborough
Marlborough P.S.
Advanced Math and Science Academy Charter (District)
Methuen
Haverhill
Haverhill P.S.

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Hill View Montessori Charter Public (District)
Silver Hill Horace Mann Charter (District)
Medford
Randolph
West Springfield
Milford
Westfield
Pittsfield
Framingham
Framingham P.S.
Christa McAuliffe Regional Charter Public (District)
Newton
Brookline
Chicopee
Chicopee P.S.
Hampden Charter School of Science (District)
Lexington
Peabody
Attleboro

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Watertown
Westborough
Arlington
Norwood
Woburn
Taunton
Nantucket
Gardner
Winthrop
Rockland
Ludlow
Northampton
Easthampton
Foxborough
Foxborough P.S.
Foxborough Regional Charter (District)
Amherst
Clinton
Weymouth

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Amherst-Pelham
Webster
Plymouth
Plymouth P.S.
Rising Tide Charter Public (District)
Falmouth
Athol-Royalston
Leicester
Palmer
Beverly
South Middlesex Regional Vocational Technical
Greater Lawrence Regional Vocational Technical
Wilmington
Marblehead
Marblehead P.S.
Marblehead Community Charter Public (District)
Berkshire Hills
Edgartown
Hamilton-Wenham

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Millbury
Danvers
Maynard
Hadley
Hadley P.S.
Pioneer Valley Chinese Immersion Charter(District)
Wayland
Middleborough
Ashburnham-Westminster
Hudson
Walpole
Greater Lowell Regional Vocational Technical
Bedford
Wachusett
Dartmouth
Saugus
Auburn
Dudley-Charlton Reg
Gill-Montague

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Easton
Mansfield
North Attleborough
Canton
Ayer
Barnstable
Barnstable P.S.
Barnstable Community Horace Mann Charter Public (District)
Barnstable Horace Mann Charter (District)
Sturgis Charter Public (District)
Northeast Metropolitan Regional Vocational Technical
Holbrook
Mashpee
Bridgewater-Raynham
Triton
Stoughton
Dennis-Yarmouth
Shrewsbury
Dedham

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Winchester
Chelmsford
Agawam
Belmont
Braintree
Andover
Acton
Burlington
Ashland
Northborough
Melrose
Gloucester
Gloucester P.S.
Gloucester Community Arts Charter (District)
Franklin
Franklin P.S.
Benjamin Franklin Classical Charter Public (District)
Greenfield
Four Rivers Charter Public (District)

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Swampscott
North Andover
Wellesley
Needham
Billerica
Weston
Sharon
Stoneham
Westford
Southborough
Natick
Dracut
Harwich
Milton
Holliston
Seekonk
Lincoln
Westwood
Longmeadow

Years 2, 3, 4 (SYs 2013/14, 2014/15, 2015/16)
Hopkinton
Concord
Scituate
Tisbury
Martha's Vineyard Charter (District)
Bellingham
Uxbridge
Hampden-Wilbraham
Nashoba

Years 3, 4 (SYs 2014/15 and 2015/16)
Wakefield
North Adams
Belchertown
Greater New Bedford Regional Vocational Technical
Northbridge
North Middlesex
Acton-Boxborough
Oak Bluffs

Years 3, 4 (SYs 2014/15 and 2015/16)
Shirley
Winchendon
Middleton
Reading
Tewksbury
Marshfield
Mendon-Upton
Littleton
Sudbury
Amesbury
Amesbury P.S.
Amesbury Academy Charter Public (District)
Ipswich
Chatham
Southwick-Tolland
Northboro-Southboro
Wareham
Nauset
Lenox

Years 3, 4 (SYs 2014/15 and 2015/16)
Grafton
Southampton
Dighton-Rehoboth
Montachusett Regional Vocational Technical
Hopedale
South Hadley
Pioneer Valley Performing Arts Charter Public (District)
Sunderland
Wrentham
Dover
Lunenburg
Rockport
Gateway
Blue Hills Regional Vocational Technical
Carlisle
North Reading
Avon
Brewster
East Bridgewater

Years 3, 4 (SYs 2014/15 and 2015/16)
East Longmeadow
Fairhaven
Monson
Swansea
Northampton-Smith Vocational Agricultural
Whitman-Hanson
Assabet Valley Regional Vocational Technical
Southeastern Regional Vocational Technical
Hingham
Medfield
Pembroke
Southern Berkshire
Blackstone Valley Regional Vocational Technical
Cape Cod Regional Vocational Technical
Medway
Provincetown
Southern Worcester County Regional Vocational Technical
Whittier Regional Vocational Technical
Boxford

Years 3, 4 (SYs 2014/15 and 2015/16)
Carver
Topsfield
West Boylston
Lincoln-Sudbury
Manchester Essex Regional
Mohawk Trail
Ralph C Mahar
Tyngsborough
Tyngsborough P.S.
Innovation Academy Charter (District)
Deerfield
Norton
Norwell
Norwell P.S.
South Shore Charter Public (District)
Concord-Carlisle
Masconomet
Pentucket
Spencer-E Brookfield

Years 3, 4 (SYs 2014/15 and 2015/16)
Quaboag Regional
Bristol-Plymouth Regional Vocational Technical
Boxborough
Eastham
Lynnfield
Rochester
Sandwich
Sherborn
West Bridgewater
Adams-Cheshire
Adams-Cheshire P.S.
Berkshire Arts and Technology Charter Public (District)
Dover-Sherborn
Freetown-Lakeville
King Philip
Greater Fall River Regional Vocational Technical
Minuteman Regional Vocational Technical
Acushnet
Berlin

Years 3, 4 (SYs 2014/15 and 2015/16)
Harvard
Hull
Kingston
Lanesborough
Leverett
Mattapoissett
Oxford
Somerset
Williamsburg
Hilltown Cooperative Charter Public (District)
Hampshire
Mount Greylock
Tantasqua
North Shore Regional Vocational Technical
Bourne
Georgetown
Hatfield
Holland
Marion

Years 3, 4 (SYs 2014/15 and 2015/16)
Millis
Orleans
Orleans P.S.
Cape Cod Lighthouse Charter (District)
Sturbridge
Berlin-Boylston
Central Berkshire
Old Rochester
Quabbin
Silver Lake
Up-Island Regional
Tri County Regional Vocational Technical
Lee
Newburyport
Newburyport P.S.
River Valley Charter (District)
Hanover
Blackstone-Millville
Marthas Vineyard

Years 3, 4 (SYs 2014/15 and 2015/16)
Westport
Williamstown
Groton-Dunstable
Granby
Ware
Frontier
Abington
Boylston

Districts and charter schools with no English language learners (ELLs) as of SY2011 are not included in the cohort roll-out schedule for that reason. If one or more ELLs enroll in any of these districts, the district must notify the Department and arrange for the ELL student(s)' core academic teachers to participate in cohort training. The district also will be advised to plan for the participation of other core academic teachers who may instruct the student(s) in subsequent school years.

Table __ - Districts with no ELLs present during SY2010-2011 based on ESE data

Name of District⁵	# ELLS
Alma del Mar Charter School	0
Amesbury Academy Charter Public (District)	0
Benjamin Franklin Classical Charter Public (District)	0
Berkley	0

⁵ Please note that districts and charter schools are separately identified.

**Table __ - Districts with no ELLs present during SY2010-2011
based on ESE data**

Name of District⁵	# ELLS
Berkshire Arts and Technology Charter Public (District)	0
Brimfield	0
Bristol County Agricultural	0
Brookfield	0
Cape Cod Lighthouse Charter (District)	0
Chesterfield-Goshen	0
Clarksburg	0
Cohasset	0
Conway	0
Dorchester Collegiate Academy Charter (District)	0
Douglas	0
Duxbury	0
Erving	0
Essex Agricultural Technical	0
Farmington River Regional	0
Florida	0
Francis W. Parker Charter Essential (District)	0

**Table __ - Districts with no ELLs present during SY2010-2011
based on ESE data**

Name of District⁵	# ELLS
Franklin County Regional Vocational Technical	0
Freetown	0
Global Learning Charter Public (District)	0
Gloucester Community Arts Charter (District)	0
Gosnold	0
Granville	0
Halifax	0
Hancock	0
Hawlemont	0
Innovation Academy Charter (District)	0
Lakeville	0
Lowell Middlesex Academy Charter (District)	0
Ma Academy for Math and Science	0
Marblehead Community Charter Public (District)	0
Mystic Valley Regional Charter (District)	0
Nahant	0
Narragansett	0
Nashoba Valley Regional Vocational Technical	0

**Table __ - Districts with no ELLs present during SY2010-2011
based on ESE data**

Name of District⁵	# ELLS
New Salem-Wendell	0
Norfolk	0
Norfolk County Agricultural	0
North Brookfield	0
Northern Berkshire Regional Vocational Technical	0
Old Colony Regional Vocational Technical	0
Orange	0
Pathfinder Regional Vocational Technical	0
Pelham	0
Petersham	0
Pioneer Valley	0
Plainville	0
Plympton	0
Richmond	0
Rising Tide Charter Public (District)	0
River Valley Charter (District)	0
Rowe	0
Savoy	0

**Table __ - Districts with no ELLs present during SY2010-2011
based on ESE data**

Name of District⁵	# ELLS
Shawsheen Valley Regional Vocational Technical	0
Shutesbury	0
South Shore Charter Public (District)	0
South Shore Regional Vocational Technical	0
Spirit of Knowledge Charter School (District)	0
Sturgis Charter Public (District)	0
Sutton	0
Truro	0
Upper Cape Cod Regional Vocational Technical	0
Wales	0
Wellfleet	0
Westhampton	0
Whately	0

Appendix E – Frequently Asked Questions (FAQs) regarding the new SEI Teacher and Administrator SEI Endorsements and other changes to the regulations

The Department will provide an updated FAQ for the SEI Teacher and Administrator Endorsement this fall 2012. The FAQ will be available at the following Department webpage: <http://www.doe.mass.edu/retell/>

Appendix F – The Department of Elementary and Secondary Education Contact Information

For more information, contact:

Diana Gentile, Office of English Language Acquisition and Academic Achievement
RETELL@doe.mass.edu

Massachusetts Department of Elementary and Secondary Education (ESE)
75 Pleasant Street
Malden, MA 02148-4906